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effort, not quite successful, to harmonize the views of Delbrück and Morris on the question of agglutination and adaptation.

The fourth book, *Volonté et automatisme*, is of most direct interest to the student of form. The book is extremely radical, as may be seen from the explanation of phonetic laws as "le jeu combiné, de nos principes d'automatisme psychologique sur toutes les qualités des phonèmes du langage, disons sur nos cinq sortes d'accent." On the subject of melody, the author apparently does not know the great work of Sievers (*Rektorsrede*, 1901; *Metrische Studien*, 1901-7).

The whole work is exceedingly interesting and suggestive, but stands in marked contrast to the conservatism of Oertel, Paul, and Gabelentz.

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*The Influence of Plato on Saint Basil.* By THEODORE LESLIE SHEAR. Baltimore: J. H. Furst Co., 1906. Pp. 60.

Mr. Shear ascribes the influence of Plato on Saint Basil to the latter's immediate study of Plato under the inspiration of his early Greek teachers, rather than to the secondary knowledge of Plato derived from the Christian fathers. Among Basil's works, however, which are for the most part theological and consequently dominated by Christian thought, only the *Hexameron* and the *Homily to the Youth on Classical Literature* afford much evidence of direct imitation and reminiscence. It would naturally follow that of the three sections into which the dissertation is divided, namely, Theology and Ethics, Philosophy, Language, the weight of the proof would rest on the second and the third. Many of the parallels cited in the first are superficial and remote and apart from the following sections advance the argument little; e. g., p. 8, Bas. 4. 248D. 6, compared with Plat. *Tim.* 34B, and p. 9, Bas. 3. 565D. 1, with *Tim.* 34C.

The comparison of the *Hexameron* with Plato's *Timaeus* is clear and logical. Mr. Shear has shown that in order of treatment, and in the thought Basil had not Philo Judaeus in mind, as some have thought, but Plato—in many instances adopting the theories of the *Timaeus*, in a few attempting a refutation.

Under the general heading of Language, the chapter on comparisons and metaphors in particular yields many interesting illustrations of the indebtedness of Basil also in style to his early Platonic studies.

GENEVA MISENER

*A New Method for Caesar.* By FRANKLIN HAZEN POTTER. Boston: Benj. H. Sanborn & Co., 1907.

The first thirty chapters of Book I of Caesar's *Gallic War* form the basis of this book—yet one more of the long line of helps designed to bring the student of Caesar by a more excellent way to the place where "he should have enough

mastery over Caesar's way of saying things to enable him to read with little difficulty the required Caesar from a regular edition" (Preface, p. v). "Out of the Caesarian briarpatch"—this were "a consummation devoutly to be wished." Yet in spite of the prophecy of "little difficulty" there will always be briars in this Gallic field. Still this endeavor to clear it is attractive and always will be.

The value of the book consists in the fact that there is an endeavor made to remove the difficulties of a given portion of text by a previous study of constructions and idioms found therein. While this is recognized as good teaching, it is not as common teaching as theory would suggest. From the unknown to the unknown is what is frequently tried.

A vocabulary of three hundred words is assumed as already acquired and then, each lesson consists of vocabulary, idioms, subjects for study and review, and simple sentences from the text to be read on the second day. In this way this briarpatch is to be cleared. The plan is good. It will help many a teacher who does not know how and will serve to direct the student along a line of less resistance. The illustrations are excellent and are a feature of the book.

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*Griechisches Elementarbuch.* VON KARL SCHENKL. Im Anschlusse an die fünfundzwanzigste Auflage der griechischen Schulgrammatik von Curtius- v. Hartel. Bearbeitet von HEINRICH SCHENKL UND FLORIAN WEIGEL. Zwanzigste Auflage. Wien: F. Tempsky, 1906. Pp. 240. K. 2 h. 85.

This book for beginners in Greek is composed on the thorough and generous plan characteristic of German instruction. As noted on the title-page, the Greek grammar is an indispensable accompaniment. The principal emphasis is of course laid on the paradigms, and for these the student is referred to the grammar. From the beginning they are introduced in orderly method: *ā*-declension (complete), *o*-declension (complete), consonant declension, and so on, following the arrangement of the grammar. Abundant practice in reading and writing Greek is provided; even the earliest exercises contain complete sentences—frequently, moral sentiments and aphorisms good for the youthful mind. Assembled in the latter part of the book are ample notes, which also provide a few paradigms of verbs in advance of the more formal study of the verb. The book introduces the student to Attic Greek, but to no author exclusively; its broad scope fits well into a programme which gives to Greek a much larger amount of time than the subject receives in American schools.

The longer reading selections, which are early and frequently introduced, are varied and extensive. They are taken from the works of several Greek writers, and are adapted in language and construction for the use of beginners.